

## DOCUMENT RESUME

ED 458 143

SE 065 316

AUTHOR Berns, Barbara Brauner; Kantrov, Ilene; Pasquale, Marian; Makang, Doris Santamaria; Zubrowski, Bernie; Goldsmith, Lynn T.

TITLE Guiding Curriculum Decisions for Middle-Grades Science.

INSTITUTION Education Development Center, Inc., Newton, MA.

ISBN ISBN-0-325-00417-X

PUB DATE 2001-00-00

NOTE 271p.; "With assistance from Michele Browne and Kristin Metz."

AVAILABLE FROM Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912. Tel: 603-431-7894; Fax: 603-431-7840; Web site: <http://www.heinemann.com>.

PUB TYPE Books (010) -- Guides - Non-Classroom (055)

EDRS PRICE Document Not Available from EDRS.

DESCRIPTORS \*Academic Standards; \*Curriculum Development; Curriculum Evaluation; \*Educational Improvement; \*Learning Strategies; Middle Schools; Professional Development; \*Science Activities; Science Instruction

IDENTIFIERS National Science Education Standards

## ABSTRACT

This guide is part of a series of curriculum guides for the middle grades that use a special framework to examine and implement standards-based curricula. In this guide, for developing science curricula for the middle grades, a set of critical questions is posed for curriculum decision making that corresponds to a framework of three components of academically excellent curricula: (1) academic rigor; (2) equity; and (3) developmental appropriateness. These principles are illustrated through practitioners' descriptions of their experiences in implementing standards-based curricula. In addition to providing information about the implementation of particular materials, these practitioners talk about the big picture of how curriculum related to their standards for student performance, instructional approaches that they saw as most effective for student learning in diverse populations, and their commitment to professional development. Chapter 3 presents profiles of 11 examples of science curriculum materials worthy of consideration by schools that want to help middle-grade students meet national science standards. The final chapter provides an annotated list of additional resources to assist the reader in making curriculum decisions. These include professional organizations, sources of information about designing or implementing curricula, professional development programs, and additional curriculum materials including forthcoming publications. (PVD)